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ABSTRACT

The module, part of a vocational teacher education curriculum unit, is designed to prepare the vocational education teacher in occupational analysis. The module contains seven learning experiences which require the prospective vocational education teacher to plan an occupational analysis and to analyze specific occupations with the aid of resource people and existing occupational analyses. A supplementary section contains checklists, evaluation forms, self-tests, and information sheets related to the learning experiences. (NJ)

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ANALYZE AN OCCUPATION

Module #32, 33

(VT 102 081)

Cooperative Curricula Development Component
B-43
The Center for Vocational and Technical Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

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ANALYZE AN OCCUPATION

Prerequisites: NONE

Directions:

1. Read the Introduction.

2. Decide whether you wish to take the option of completing Learning Experience VII, or of completing the module. To help you decide:

   a. Study the Performance Objectives on following page.

   b. Read the Introduction on page 4.

   c. If you decide to go directly to Learning Experience VII and complete it successfully, proceed to the next module. CHECK WITH YOUR RESOURCE PERSON.

   d. If you decide to go directly to Learning Experience VII and do not complete it successfully, turn to the next page.

3. Your resource person is available to assist you while you are progressing through the module.

REFERENCES, EQUIPMENT AND/OR MATERIALS
NEEDED TO COMPLETE THIS MODULE

1. Bollinger, Elroy W., Trade Analysis and Course Organization. New York: Pitman Publishing Corp., 1955.

2. File of completed occupational analyses (Check with your resource person).

3. Fryklund, Verne C., Occupational Analysis and Procedures. New York: The Bruce Publishing Co., 1970.

4. Mager, Robert F. and Beach, Jr., Kenneth M., Developing Vocational Instruction. Palo Alto: Fearon Publishers, 1967.

5. U.S. Department of Labor. Bureau of Employment Security. Training and Reference Manual for Job Analysis, BES No. E-3. Washington: U.S. Printing Office, 1965.

6. U.S. Department of Labor. Dictionary of Occupational Titles, Vols. I & II. Washington: U.S. Government Printing Office, 1965.

PERFORMANCE OBJECTIVES

With the aid of various resource persons (e.g., advisory group members, employees), and an out-of-date occupational analysis report, you will analyze specific phases of the occupation you plan to teach students. Your competency will be assessed by your resource person, using the evaluation forms contained in the module.

You will develop the ability to:

1. Write a plan for conducting an occupational analysis.
2. Develop a complete list of job titles for the occupation being analyzed.
3. Involve resource persons in setting up and conducting an analysis.
4. Interview employees to determine tasks performed and tools and equipment used in an occupation.
5. Observe employees on the job to determine tasks performed and tools and equipment used in an occupation.
6. Synthesize for one job title of an occupational area the tasks and knowledge needed for instructional purposes, using collected data and introspection analysis.
7. Conduct an analysis of one job title in an occupation with which you are familiar, using a combination of introspection analysis, interview and observation.

INTRODUCTION

Ability to analyze an occupation will enable you to identify and label the essential elements of an occupation. Since occupations change frequently due to technological advances, occupational analyses must be made to keep instruction up to date.

In most cases you will be making an occupational analysis to update an existing analysis. This module is designed to aid you to analyze a specific occupation, with the aid of resource people and existing occupational analyses.

You will learn to recognize the various kinds of content that will be needed and the kinds of abilities that will be required of a student as he progresses in preparatory training. Such things as technical knowledge, manipulative and technical skills, and the understanding of pertinent related information and how to apply it to the vocation will be analyzed. In addition, techniques such as interviews, use of resource persons and observation will be used in collecting the necessary information.

In summary, this module will prepare you to plan for an occupational analysis and make an analysis of at least one job title within your occupational specialty.

LEARNING EXPERIENCE I
(Refer to Objective 1)

Your first learning experience is designed to aid you to develop a plan for conducting an occupational analysis. Your developed plan must include the procedures you will use for tabulating the collected data, and the validation techniques you will use.

READ — Information Sheet for Learning Experience I on page 14.

and

Training and Reference Manual for Job Analysis, BES No. E-5. Washington: U.S. Government Printing Office, 1965.

OUTLINE — Identify in writing the procedures you will use in conducting your occupational analysis. This outline will be a detailed guide and should include: (1) Occupation to be analyzed (2) sources of information, (3) types of people to be used in validating information (4) sample data collection forms and techniques to be used.

Optional Learning Experience

DISCUSS — Discuss the procedures for planning an occupational analysis with an experienced teacher. Outline in writing a plan of attack based on the discussions.

SELF-EVALUATE — Evaluate yourself by completing the self-administered test on page 17. If you cannot answer all the questions, ask your resource person for assistance.

LEARNING EXPERIENCE II
(Refer to Objective 2)

Your second learning experience is designed to aid you to identify job titles within an occupation. Your identification should include only key job titles.

READ — Information Sheet for Learning Experience II on page 18.

IDENTIFY — Using two of your peers with experience in the occupation you selected to analyze and the Dictionary of Occupational Titles, list the job titles for the occupation you have selected. With this information, update the out-of-date analysis you selected.

Optional Learning Experience

IDENTIFY — Identify key job titles within the occupation being analyzed from two business or industrial firms which agree to participate in your analysis. Make an appointment with the respective personnel managers for a personal interview to determine the job titles associated with each firm. Compile the lists of job titles from the two firms and verify them with the Dictionary of Occupational Titles. Update the out-of-date analysis you selected to use.

SELF-EVALUATE — At this time briefly review your progress to date; if you have any questions discuss them with your resource person. If you have no questions proceed with Learning Experience III.

LEARNING EXPERIENCE III
(Refer to Objective 3)

This learning experience is designed to assist you to make effective use of resource persons such as advisory committee members, employers and employees in arranging for an occupational analysis.

Additional readings on the overall purpose and procedures of an occupational analysis will be helpful at this time.

READ

Bollinger, Elroy W. and Weaver, Gilbert G., Trade Analysis and Course Organization. New York: Pitman Publishing Co., 1955, pp.12-25.

Mager, Robert F. and Beach, Kenneth M. Developing Vocational Instruction. Palo Alto: Fearon Publishers, 1967, pp. 1-25.

SELECT

Select one job title from the occupational analysis you have begun to update and write the job description for it. (Use Dictionary of Occupational Titles). You will complete the next step for this job title.

IDENTIFY

Determine the specific types of persons in the community who could assist you in developing the analysis for the selected job title, and the type of assistance you would expect to get from them. Use your developed plan as a guide. Explain in detail how you plan to contact these people and get them involved.

SELF-EVALUATE

Check your progress by completing the checklist on page 20. If you can answer yes to all the questions, proceed to the next learning experience. If not, review this experience and redo the work required.

LEARNING EXPERIENCE IV
(Refer to Objective 4)

You have planned your analysis and are now ready to start collecting data. During this learning experience you will develop expertise in conducting an interview for the purpose of obtaining occupational data from employees and employers. You will obtain and record data to supplement data from an existing analysis.

STUDY — Study an occupational analysis report from one of those given on page 15 or from one assigned by your resource person.

READ — Fryklund, Verne C. Occupational Analysis and Procedures. New York: The Bruce Publishing Co., 1970, pp. 87-145.

Information Sheet for Learning Experience IV on page 21.

INTERVIEW — Select one of your peers to role play an employer and one to role play an employee in a specific occupation. Using the sample occupational analysis you've selected, identify one job title to be updated by interview. Interview the employee, and then validate this interview with the employer. Record your information on a preplanned form.

Optional Learning Experience

INTERVIEW — Select and interview an employee in an occupation of your choice. Obtain information from this person to update the tasks for his particular job title.

SELF-EVALUATE — Review your progress by answering the questions on the checklist on page 23. If you answered yes to all the questions, proceed with Learning Experience V. If not, conduct another interview and recheck yourself.

LEARNING EXPERIENCE V
(Refer to Objective 5)

Having tried one technique for obtaining occupational performance data, you are ready to use the observation method. You will identify what to observe and how to observe for maximum results. The recorded data from your observation will supplement data from an existing occupational analysis.

STUDY Sample Occupational Analysis you selected.

REVIEW Reading assignment for Learning Experience IV.

OBSERVE Obtain permission to observe for one day an on-the-job employee with the job title you selected. Record your observation and use data to update existing occupational analysis.

SELF-EVALUATE Use the checklist for Learning Experience V on page 24 to assess your progress. If you answered yes to all the questions, proceed to Learning Experience VI. If not, schedule another observation session. During this session supplement your observation with an interview.

LEARNING EXPERIENCE VI
(Refer to Objective 6)

Now that you have collected data for an occupational analysis, you are ready to complete the analysis. You will synthesize and expand the occupational analysis by introspection analysis.

READ

Bollinger, Elroy W. Trade Analysis and Course Organization. New York: Pitman Publishing Corp., 1955, pp. 68-100.

Optional

Fryklund, Verne C. Occupational Analysis and Procedures. New York: The Bruce Publishing Co., 1970, pp. 147-155.

DEVELOP

Using data collected for the job title in Learning Experience V, technical resources, and your ability to analyze and synthesize, write a report on one job title within an occupation. The report should include the following:

1. Tasks required to perform the operation.
2. Tools and equipment used.
3. Related information needed.
4. Importance and frequency of performance of each task performed.

SELF-EVALUATE

Complete the evaluation form for Learning Experience VI on page 25. You will now schedule a meeting with your resource person to decide cooperatively whether you are ready to proceed with Learning Experience VII.

LEARNING EXPERIENCE VII*
(Refer to Objective 7)

This last learnine experience is designed to assess your ability to plan and conduct an occupational analysis. You will be expected to select and update one occupational analysis from those given on pages 15 and 16. You will write a report which will include:

NOTE: If you have completed experiences 1-6 begin with item #3!

WRITE

1. A plan for conducting an occupational analysis for the selected occupation.

2. Identification and validation of job titles in the occupation to be analyzed.

3. Complete analysis of one selected job title in the occupation.
   NOTE: If you have completed learning experiences 1-6, select another job title for this final learning experience. The analysis of the selected job title will include:

   a. Interviews with and observation of employees and employer to collect data on tasks performed, their frequency of performance, and equipment used by persons with the job title.

   b. Synthesis of the above data in a form that can be used for instructional planning.

   c. Identification of related information needed to teach tasks identified.

SELF-EVALUATE

Complete the following self-evaluation forms or checklists:

1. Learning Experience I - self-test page 17
2. Learning Experience III -- Checklist page 20
3. Learning Experience IV -- Checklist page 23
4. Learning Experience V -- Checklist page 24
5. Learning Experience VI -- Evaluation form page 25

EVALUATE

Your resource person will assess your competency, using the evaluation forms contained in the module.

*This experience may be completed first in order to receive credit for the module without completing the other six experiences.

SUPPLEMENTAL MATERIALS

INFORMATION SHEET FOR LEARNING EXPERIENCE I

Planning an Occupational Analysis

In outlining plans for an occupation survey, a teacher should first determine what information is already available on the occupation. Nearly all occupations that a teacher will be teaching have been analyzed before; therefore, most teachers will be involved in updating an existing analysis. In making plans to update an existing analysis or complete a new one, the teacher will need to:

1. Determine the best method or methods for collecting data on the particular occupation he is analyzing. The best source of information is the experienced person on the job. Data can be collected from him by:
   a. Mailed questionnaires. The questionnaire technique (normally not used by the individual teacher) requests the person on the job to describe his job in his own words. The individual is asked to identify the tasks he actually performs and to list the materials, tools and/or equipment used.
   b. Checklist. The checklist contains a listing of tasks believed to describe a job. The list is based upon information obtained from existing analyses and/or job procedural or technical publications and job descriptions.
   c. Interview. Individual interviews are conducted with representative workers in an occupation, usually away from the work situation. The information is recorded on a form.

d. Observation. This method involves the recording of data while observing workers engaged in the occupation. This method may be combined with an interview; that is, it may involve observing and interviewing a worker actively engaged in his work duties on the job.

2. Use introspection analysis, which involves examining the tasks for an occupation in light of one's own work experience within an occupation.

Whatever method is used, it is important that the teacher know specifically what information he is seeking, and that he have a pre-planned form for recording it. Examples of forms are given in the following references:

1. Mager, Robert F. and Beach, Kenneth M. Developing Vocational Instruction, p. 13.
2. Fryklund, Verne C. Occupational Analysis: Techniques and Procedures, p. 95-96.

Start your plan now by selecting the occupation you plan to analyze. SEE PAGE 15 for examples of completed analyses. Select one of these analyses to to update. At this time refer back to Learning Experience I and proceed as directed.

d. Observation. This method involves the recording of data while observing workers engaged in the occupation. This method may be combined with an interview; that is, it may involve observing and interviewing a worker actively engaged in his work duties on the job.

2. Use introspection analysis, which involves examining the tasks for an occupation in light of one's own work experience within an occupation.

Whatever method is used, it is important that the teacher know specifically what information he is seeking, and that he have a pre-planned form for recording it. Examples of forms are given in the following references:

1. Mager, Robert F. and Beach, Kenneth M. Developing Vocational Instruction, p. 13.
2. Fryklund, Verne C. Occupational Analysis: Techniques and Procedures, p. 95-96.

Start your plan now by selecting the occupation you plan to analyze. SEE PAGE 15 for examples of completed analyses. Select one of these analyses to to update. At this time refer back to Learning Experience I and proceed as directed.

SAMPLE OCCUPATIONAL ANALYSES--LEARNING EXPERIENCE I

1. An Analysis of the Cooking Trade. Commercial Catalog No. L39-1463. Ottawa: The Queen's Printer, 1960.

2. An Analysis of the Industrial Electrical Trade. Catalog No. L39-2164. Ottawa: Queen's Printer, 1964.

3. An Analysis of the Industrial Instrumentation Trade. Catalog No. L39-2365. Ottawa: Queen's Printer, 1964.

4. An Analysis of the Industrial Mechanical Trade (Millwright). Catalog No. L39-2064. Ottawa: Queen's Printer, 1964.

5. An Analysis of the Motor Vehicle Repair Trade--Body Division. Catalog No. L39-858. Ottawa: Queen's Printer, 1958.

6. An Analysis of the Motor Vehicle Repair Trade--Mechanical. Catalog No. L39-664. Ottawa: Queen's Printer, 1964.

7. An Analysis of the Painting and Decorating Trade. Catalog No. L39-1053. Ottawa: Queen's Printer, 1963.

8. An Analysis of the Plastering Trade. Catalog No. L39-461. Ottawa: Queen's Printer, 1961.

9. An Analysis of the Refrigeration and Air Conditioning Trade. Catalog No. L39-1763. Ottawa: Queen's Printer, 1963.

10. An Analysis of Residential Oil Burner Installation Servicing. Catalog No. L39-1962. Ottawa: Qu4en's Printer, 1962.

11. An Analysis of the Sheet Metal Trade. Catalog No. L39-758. Ottawa: Queen's Printer, 1958.

12. An Analysis of the Toolmaking Trade. Catalog No. L39-1563. Ottawa: Queen's Printer, 1963.

13. An Analysis of Warm Air Heating and Air Conditioning Installation and Servicing. Catalog No. L39-2264. Ottawa: Queen's Printer, 1965.

14. Bakamis, William A. and others. Identification of Task and Knowledge Clusters Associated with Performance of Major Types of Building Trades Work. Report No. 7 of Contract OEC-5-85-109, U.S. Office of Education. Pullman: Washington State University. December, 1966. ERIC ED 010 858.

15. Drake, William E. and Tom, Frederick K. T. Entry Occupations in Off-Farm Agricultural Occupations in New York State. Ithaca: Department of Education, Cornell University, 1968. ERIC ED 024 808.

16. Ertel, Kenneth A. Identification of Major Tasks Performed by Merchandizing Employees Working in Three Standard Industrial Classifications of Retail Establishments. Moscow: University of Idaho, December, 1966. ERIC ED 010 657.

17. Fine, S. A. Job Analysis of Physical Therapist to Develop Curriculum Material for an Aide Training Program. Final Report No. HSR-RP-63/19, prepared for the Michigan Department of Health. McLean: Human Sciences Research, Inc. 1963.

18. Huffman, Harry, and others. A Taxonomy of Office Activities for Business and Office Education. A Report of Grant No. OEG-1-7-07123-5134. U.S. Office of Education. Columbus: The Center for Vocational and Technical Education, The Ohio State University, 1968.

19. Long, Gilbert A. Clusters of Tasks Performed by Washington State Farm Operators Engaged in Five Types of Agricultural Production: Grain, Dairy, Forestry, Livestock, Poultry, Horticulture, General Farming. Final Report No. 27. Pullman: Washington State University, 1968.

20. Love, Edwin Lamar. An Analysis of Job Titles and of Competencies Needed in Off-Farm Agricultural Occupations in Pennsylvania. Ann Arbor: University Microfilms, Inc., 1966.

21. Perkins, Edward A., Jr., Byrd, F. Rose, and Roley, Dennis E. Clusters of Tasks Associated with Performance of Major Types of Office Work. Final Report No. 14 to U.S. Office of Education. Pullman: Washington State University, 1968.

22. Rahnlow, Harold F., and Kiehn, Shirley. A Survey and Analysis of Major Tasks, Knowledges Associated with Work in Child Care Occupations. Final Report No. 15 to U.S. Office of Education. Pullman: Washington State University, 1967.

*LEARNING EXPERIENCE I--SELF-TEST

1. Define "occupational analysis". Check your answer by reviewing your reading assignments.

2. Identify and explain three methods for collecting occupational analysis data.

   a.

   b.

   c.

3. Identify the steps to use in analyzing an occupation that has been analyzed before.

4. What is the purpose of analyzing an occupation?

5. Does your completed plan include:

	YES	NO
a. Identification of occupation to be analyzed	☐	☐
b. Source of information on the occupation	☐	☐
c. Techniques to be used in collecting and validating information	☐	☐
d. Data collection forms	☐	☐
e. Types of people to be used in validating information	☐	☐

*Review your answers with one of your peers. If you have any questions about your answers, check with your resource person before proceeding with the next Learning Experience.

INFORMATION SHEET FOR LEARNING EXPERIENCE II

Identify Job Titles

Key job titles for an occupational area are those within a given industry or occupational area for which substantial employment opportunities are available and/or anticipated. Examples of key job titles within six vocational areas are as follows:

Agriculture

Occupational Field: Ornamental Horticulture

Sample titles:
Key job:
- Nursery operator
- Greenhouse propagator
- Landscape designer
- Greenskeeper
- Florist
- Etc.

Business

Occupational Field: Steno-Secretarial

Sample titles:
Key job:
- General secretary
- Legal secretary
- Stenographer
- Medical secretary
- Etc.

Distributive Education

Occupational Field: Marketing

Sample titles:
Key job:
- Driver salesman
- Real estate salesman
- Insurance salesman
- General salesman
- Etc.

Home Economics

Occupational Field: Food Service

Sample titles:
Key job:
- Pantryman-sandwichman
- Short order cook
- Cook
- School cafeteria cook
- Kitchen supervisor
- Etc.

Trade and Industrial

Occupational Field: Electricity-Electronics

Sample titles:
Key job:
- Electrician
- Electrical repairman
- Electrical appliance servicemen
- Electronics technician
- Electronics assembly
- Etc.

Health Education

Occupational Field: Nursing

Sample key:
Job titles:
- Registered Nurse
- Licensed Practical Nurse
- Nurse Aide
- Orderly
- Etc.

Identification of job titles for an occupational area helps to identify the tasks performed by workers within an occupation. Information on job titles may be obtained from reports of county or statewide manpower surveys by the state department of employment security. However, in some cases employment service data may be incomplete and/or certain job titles may be lost under different categories; e.g., a "seed-feed-fertilizer salesman" working for an agricultural supply cooperative may be listed as a "retail clerk". Under such conditions, it may be necessary to obtain job information from a trade or business association or a committee of representatives from one or more industries.

You will have a list of job titles with which to begin in the occupational analysis you have selected to update. While checking the job titles for your occupational analysis, you may discover that the names given for the same job description are different. For this reason the Dictionary of Occupational Titles should be consulted to insure that the job titles used are correct. It is permissible to use regional job titles names, but it will help to cross reference them with the correct D.O.T. names. However, keep in mind that new job titles now being used in an occupational area may not be included in the D.O.T.

LEARNING EXPERIENCE III--CHECKLIST

Directions: Read each question carefully and check the YES or NO block to the right of it.*

	YES	NO
1. Did you include resource people who have the authority to allow you to conduct an occupational analysis in their business or industry?	☐	☐
2. Did you include resource people with expertise in the occupation you wish to analyze?	☐	☐
3. Did you identify in detail how you plan to utilize each resource person?	☐	☐
4. Did you identify a variety of persons who can provide you with information on all facets of the occupation?	☐	☐
5. Do you feel confident in working with the people you have identified?	☐	☐

* Acceptable level of performance will be a "Yes" answer to all questions. If you answered "No" to any question, contact your resource person for suggestions.

INFORMATION SHEET FOR LEARNING EXPERIENCE IV

Writing Task Statements

The job description you wrote in Learning Experience III describes the job title in general terms, but it does not provide details from which to determine program offerings. The next step in occupational analysis to be used for determining program offerings is to develop a list of tasks a person performs within his job title. The task statement is recognized as the basic organizational and training unit for all educational activities.

Listing of all tasks for a job title serves as a form of inventory of the performance required of a person in a specific job title. The task statement provides the starting point from which an educator can identify the elements of an occupation that should be taught.

An activity qualifies as a task if it:

1. Has a purpose of its own.
2. Requires several specific steps in its performance.
3. Begins with an action verb.

In Learning Experiences IV and V you will be using two techniques, interview and observation, to identify tasks to enable you to update the task list on the occupational analysis you selected. In order for you to do this, it is important that you understand what a task statement is.

Sample task statements and their position in the occupational analysis are given on the following page.

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TASK STATEMENT SHOWN IN PERSPECTIVE

OCCUPATION	Production Agriculture	Food Service	Mechanics	Nursing	Office Occupations	Marketing
Example JOB TITLE	Dairy Farmer	Short Order Cook	Auto Mechanic	Nurse Aide	General Secretary	Retail Sales Clerk
Example DUTY	Milk Production	Food Preparation	Electrical System Service	Room Service	Filing	Selling
Example TASK	Milk cows	Prepare hamburger	Trouble-shoots charging circuit	Change bed linens	Prepare Correspon-dence file	Close a sale
STEPS	1.Move cows into stall 2.Clean udder 3.Place milker on udder 4.Purge system 5.Etc.	1.Turn on grill 2.Fry hamburger pattie 3.Heat roll 4.Etc.	1.Check resistance in circuit 2.Checks voltage setting 3.Checks amperage setting 4.Etc.	1.Re-move soiled linen 2.Rotate mattress 3.Posi-tion clean sheet on bed 4.Tuck in sheets 5.Etc.	1.Label file folders in alphabetical order 2.Place letters in order in file 3.Etc.	1.Check with cus-tomer 2.Ring up amount 3.Make change 4.Fill out receipt 5.Etc.

TASK STATEMENT SHOWN IN PERSPECTIVE

Production Agriculture	Food Service	Mechanics	Nursing	Office Occupations	Marketing	Electricity
Dairy Farmer	Short Order Cook	Auto Mechanic	Nurse Aide	General Secretary	Retail Sales Clerk	Construction Electrician
Milk Production	Food Preparation	Electrical System Service	Room Service	Filing	Selling	Planning
Milk cows	Prepare hamburger	Trouble-shoots charging circuit	Change bed linens	Prepare Correspon-dence file	Close a sale	Plan service entrance requirements
1.Move cows into stall 2.Clean udder 3.Place milker on udder 4.Purge system 5.Etc.	1.Turn on grill 2.Fry hamburger pattie 3.Heat roll 4.Etc.	1.Check resistance in circuit 2.Checks voltage setting 3.Checks amperage setting 4.Etc.	1.Re-move soiled linen 2.Rotate mattress 3.Posi-ti on clean sheet on bed 4.Tuck in sheets 5.Etc.	1.Label file folders in alphabetical order 2.Place letters in order in file 3.Etc.	1.Check with cus-tomer 2.Ring up amount 3.Make change 4.Fill out receipt 5.Etc.	1.Calculate lighting requirements 2.Calculate no. of indi-vidual appliance circuits 3.Figure total wattage 4.Etc.

LEARNING EXPERIENCE IV--CHECKLIST

Directions: Read each question carefully and check the YES or NO block to the right of it. *

Did you:	YES	NO
1. Schedule date and time for the interview?	☐	☐
2. Establish good personal relations with the interviewer?	☐	☐
3. Ask only pertinent questions?	☐	☐
4. Explain how the information would be used?	☐	☐
5. Listen to interviewee?	☐	☐
6. Take adequate notes to obtain information needed?	☐	☐
7. Maintain interview schedule?	☐	☐

* Acceptable level of performance will be a "Yes" answer to all questions. If you have answered "No" to any question, contact your resource person for suggestions.

LEARNING EXPERIENCE V--CHECKLIST

Directions: Read each question carefully and check the YES or NO block on right. *

Did you:	YES	NO
1. Schedule date and time for the observation?	☐	☐
2. Establish good relations with the person to be observed?	☐	☐
3. Explain how the information being collected would be used?	☐	☐
4. Observe all tasks performed by person being observed?	☐	☐
5. Take adequate notes to obtain information needed?	☐	☐
6. Maintain established observation schedule?	☐	☐

* Acceptable level of performance will be a "Yes" answer to all questions. If you answered "No" to any question, contact your resource person for suggestions.

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LEARNING EXPERIENCE VI -- EVALUATION FORM *

1. Do you believe making an occupational analysis will aid in your teaching? ☐ yes ☐ no

   a. If yes, why?

   b. If no, why not?

2. In your analysis, did you:	YES	NO
a. Write brief, clear task statements?	☐	☐
b. Identify all tasks for the phase of the occupation being analyzed?	☐	☐
c. Make a complete list of tools and equipment used in completing the tasks?	☐	☐
d. Identify the related information needed to perform each task?	☐	☐
e. Identify the frequency of performance of each task?	☐	☐

3. Indicate your degree of agreement with each of the following statements by circling the appropriate number.

1	2	3	4	5
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

		YOUR SCORE
a. The average vocational teacher has expertise in every facet of the occupational area in which he teaches.	1 2 3 4 5	☐
b. Occupational analysis is an essential part of developing an effective vocational program.	1 2 3 4 5	☐
c. Any kind of occupation complicated enough to make instruction necessary should be analyzed if it is to be taught.	1 2 3 4 5	☐
d. An occupational analysis can be made from a series of job descriptions for a specific occupation.	1 2 3 4 5	☐

#32,33

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e. Information collected from supervisors of employees in a specific occupation is the most valuable for analysis purposes. 1 2 3 4 5

f. Making a list of tasks for a specific occupation is an "academic exercise" which has little application for instructional purposes. 1 2 3 4 5

g. An up-to-date occupational analysis will make instruction more relevant. 1 2 3 4 5

TOTAL SCORE

NOTE: Score your answers for Question#3 by using the key on the following page.

* Acceptable level of performance will be a "Yes" answer to all questions in Sections 1 and 2, and a total score of less than 14 on Section 3. If you answered "No" to any question in Sections 1 and 2, or scored 14 or above on Section 3, contact your resource person for suggestions before you proceed to Learning Experience VII.

EVALUATION FORM FOR LEARNING EXPERIENCE VI

KEY FOR QUESTION #3

a. 1 2 3 4 5

5 4 3 2 1 Key

Score your answer according to the key. For example, if you circled 1 in (a), score your answer as 5.

b. 1 2 3 4 5

1 2 3 4 5 Key

If you circled 1 in (b), score your answer as 1.

c. 1 2 3 4 5

1 2 3 4 5 Key

d. 1 2 3 4 5

5 4 3 2 1 Key

e. 1 2 3 4 5

5 4 3 2 1 Key

f. 1 2 3 4 5

5 4 3 2 1 Key

g. 1 2 3 4 5

1 2 3 4 5 Key

IF YOUR TOTAL SCORE IS FOURTEEN (14) OR ABOVE, DISCUSS IT WITH YOUR RESOURCE PERSON!

IF YOUR TOTAL SCORE FALLS BETWEEN 10 AND 14 YOU HAVE SOME DOUBT ABOUT THE USE OF OCCUPATIONAL ANALYSIS.

IF YOUR TOTAL SCORE IS 9 OR 10 YOU HAVE EXPRESSED FAITH IN THE USE OF THE ANALYSIS PROCESS.

IF YOUR TOTAL SCORE IS 7 OR 8 YOU HAVE TRULY BEEN CONVINCED. CONGRATULATIONS!